



Bromesberrow St Mary's C of E (VA)
Primary School

SEND Information Report
November 2018

Our Vision



'REACHING FOR THE STARS'

Bromesberrow St Mary's Church of England Primary School is committed to deliver the highest standards in teaching and learning, in the pursuit of developing potential without limitations. We are dedicated to the fulfilment of each individual's potential and will strive to enable all children to grow intellectually, spiritually and morally, into successful and resourceful human beings, with the skills and resilience to adapt to an ever-changing world. Nurturing the personal needs alongside the academic ensures that our children continue to progress so well at Bromesberrow. Christian Values and strong community links are embedded throughout our school, creating a friendly and happy environment, with an open and engaging approach.

Our Aims

To inspire and nurture a 'love for learning'

To promote independent and flexible thinking, so that our children are responsive to a constantly changing world

To provide a curriculum that educates, motivates and inspires.

For children to value themselves, others and their community

Developing Potential without Limitations

What does this mean for SEND?

Our school provides a broad and balanced curriculum for all children. Some children have individual learning needs, which could create barriers to learning. Teachers are trained to recognise these and make additional provision to support pupils and enable them to participate effectively in the curriculum to make good progress.

Special educational needs may be experienced by an individual either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for pupils with special educational needs takes account of the type and extent of the needs of individual pupils.

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

What is SEND?

A child or young person has SEND if they have:

- A learning difficulty or disability which calls for special educational provision to be made for him or her
- Significantly greater difficulty in learning than the majority of others at the same age
- A disability that prevents or hinders them from making use of educational facilities.

Categories of SEND

In order to provide the most appropriate and effective level of support for children who are identified as having SEND, our first step is to try and identify the highest area of need for an individual child. The categories of SEND need are:

- Cognition & learning (a child may think or process information differently to most other children)
- Social, emotional & mental health
- Communication & interaction
- Sensory and or physical needs

1	<p>How does our school know/identify that children have special educational needs and disabilities (SEND)?</p> <ul style="list-style-type: none">• Early identification of SEND is vital. We begin as soon as the children enter our setting.• We have strong links with parents and carers to ensure we get as rounded a picture of a child's needs as possible, as early as we can.• Regular (termly) assessment and tracking by the Class teacher and Head Teacher ensure that any weaknesses/concerns in attainment and progress are identified.• When tracking children across the school we employ a colour system to identify vulnerabilities in attainment and progress.• We have a baseline assessment at the start of each academic year to ensure we can swiftly identify those who need extra support and intervention, so we effectively 'hit the ground running'.
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	<ul style="list-style-type: none"> • As a school we have regular SEND focused staff meetings where the Special Educational Needs and Disabilities Coordinator (SENCO) and all staff who work with the children discuss any observations in regards to learning, behaviour etc... • Teaching staff inform the SENCO of any concerns at the earliest possible opportunity, so that a more in depth assessment can take place if needed-potentially involving specialist advice.
2	<p>What are the first steps our school will take if special educational needs are identified?</p> <ul style="list-style-type: none"> • Undertake a more thorough assessment, pin pointing where the particular problems/barriers may be e.g. pinpointing specific weaknesses in learning, contacting external services for advice or reports. Basically an evidence gathering exercise. • Coordinate the child's provision, catering to the child's needs-what is appropriate? Each child identified to have SEND has their own individual tracking sheet, which notes interventions and progress, as well as a My Plan (a plan based on a child's needs and barriers to learning). • Ensure interventions are in place and being carried out swiftly and effectively. We also have a clear, regularly up dated provision map of interventions and impact.
3	<p>What should parents/carers do if they think their child has SEND? How can they raise concerns?</p> <ul style="list-style-type: none"> • Contact either the Class teacher or the SENCO (Laura Hankins)- whomever they feel most comfortable in talking to initially. A meeting to discuss concerns can then be arranged.
4	<p>How will our school include parents and students in planning support?</p> <ul style="list-style-type: none"> • We offer our parents regular meetings or structured conversations (both formally and informally). This gives them a chance to discuss and contribute towards My Plans and interventions. • Initially, if needed, we will have extra meetings to discuss needs, involving external agencies and previous settings to ensure either a smooth transition or continued seamless provision. • Where external agencies are involved we ensure that our parents are involved and have the opportunity to contribute. It is an inclusive process where all perspectives are valued. • If appropriate, we ask parents to support at home in learning programmes e.g. toe by toe and tricky word learning.
5	<p>How will our school teach and support children with SEND?</p> <ul style="list-style-type: none"> • We provide an inclusive curriculum, with strong differentiation for all children, but with a clear additional focus on SEND needs. We ensure that our

	<p>curriculum is accessible to all, e.g. adapting/tailoring trips and extra-curricular activities.</p> <ul style="list-style-type: none"> • Teaching is carefully catered to the learning needs of children with SEND. Where possible needs will be provided for in class, however we will also withdraw children for 1 to 1 sessions when required. These are almost always 'time limited', taking the form of a booster to accelerate learning and narrow the gap. Regular reviews lead to regular adjustments based on progress. • Teachers and TA's have regular SEND training opportunities to ensure they are able to best support the children in their class e.g. precision teaching training to support children with dyslexic barriers. • We employ specialist teachers and specialist advice when needed to support children with SEND. • The learning environment is adapted and reviewed to best suit the needs of the children. If a child needs a specific adaptation to the learning environment to enable him/her to make better progress (taking into account their SEND concern) then the school will facilitate this. • We have excellent links with the Advisory Teaching Service and other external agencies to ensure that we have access to ancillary aids, assistive technology and any other additional support. • We have had training to ensure we are well equipped and up to speed to use different aids and strategies effectively to best support a specific need.
	<p>a For children without an Education, Health and Social Care plan (EHC)</p> <ul style="list-style-type: none"> • We will ensure that 'inclusion' is at the forefront of our minds at all times. • Our aim is for children to 'narrow the gap' in their learning and work to overcome/lessen any barriers, be these behavioural, learning social, communication or physical. • Interventions to support will be put in place in class and in small group and 1 to 1 circumstances dependent upon the need. These will be regularly (6 weekly) reviewed -the aim is for accelerated learning, with barriers reduced. We look at impact through our pupil progress meetings and further SEND focused staff meetings.
	<p>b For children with an EHC plan</p> <ul style="list-style-type: none"> • We assess children carefully, involving parent and child views/experiences, as well as those of any other professionals and practitioners who may have worked with them. • We ensure that our EHC plans are unique and heavily focused on individual personality and requirement, based on and informed by assessments. • We put in place a targeted teaching and learning and/ or personal needs plan, • We involve external services for additional support e.g. social services and CAF teams, medical support, CAMHS/CYPS, Advisory Teaching... • We have regular meetings around the child to ensure needs are met and additional support identified.

	<ul style="list-style-type: none"> • We have half termly tracking meetings and regular, informed reviews and dialogue regarding progress. • Regular training and staff development is a priority to ensure children's needs are met and 'next steps' in development are being planned for. We work in partnership with our local specialist schools to gain their support and share in expertise.
c	<p>How does our school plan the support? How are our resources allocated and matched to needs?</p> <ul style="list-style-type: none"> • Support is planned in liaison with parents, teachers, support staff and other professionals. • We have a clear provision map, showing expenditure and resources needed. This is reviewed and the impact of this measured to ensure we are meeting the needs of children. • Discussions between SENCO and staff enable us to allocate resources and support effectively.
d	<p>How is the decision made about the support your child will receive?</p> <ul style="list-style-type: none"> • A child's needs will be assessed carefully, paying particular attention to their level of development and the 'gap' between their actual attainment and their expected attainment. • Support will be 'needs led' to ensure that a child is able to access learning and that their personal, social, emotional and medical needs are met. • As a school we will allocate funds and resources based on individual needs and recommendations from other professionals.
e	<p>How does SEND funding for schools work?</p> <p>All schools are expected to provide support and intervention for children with SEND, known as SEND support, dependent on the needs of the child. School's budget provides a degree of funding to support those children on SEND support, however, schools will also receive top up funding for specific children with additional needs that cannot be reasonable met within the school's resources. This is applied for through the Local Authority if needed, forming part of a child's EHC plan/application.</p>
f	<p>How will progress towards identified outcomes and effectiveness of our SEN provision be assessed and reviewed by us and how will we involve parents, children and young people in this process?</p> <ul style="list-style-type: none"> • Regular tracking of SEND pupils identifies progress in learning in the core subjects. This progress is reported back to parents during structured conversations and through reports. • Our SEND provision is reviewed at meetings and through evaluation of our provision mapping.

	<ul style="list-style-type: none"> • Parent voice is valued during structured conversations, meetings round the child, as well as informal meetings. • Children are involved in their own target setting and know their own goals and objectives. We often complete a One Page Profile with a child, where they are able to express their needs, wants and aims.
6	<p>Who will be working with your child?</p> <ul style="list-style-type: none"> • In the first instant, the class teacher and teaching assistant provide a quality first teaching experience for all children regardless of need. • If a child is identified as having additional needs that cannot be met by this alone, then the SENCO will work with the class teacher, parents and child to plan for extra intervention and support (My Plan level). • If further support is needed then expertise will be sought from external agencies and professionals. This may include Educational Psychology, , Advisory Teaching Service, CYPs etc... This is where the My Plan will convert to a My Plan + or perhaps an EHC if this is the support that is needed. <p>All those people who work and contribute towards a child's development and support plan will play a part in assessing and reviewing, however the SENCO is the main coordinator and facilitator of this in school.</p>
7	<p>How does our school ensure that the information about a child's SEN or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?</p> <p>Through effective and regular communication and information sharing (as appropriate and consented).</p>
8	<p>What role will the child's teacher play?</p> <p>The child's teacher will ensure that a child gets a day to day, quality teaching and learning experience, catered to their needs. They will be the constant in a child's day, providing support in many ways. They will ensure that the child's targets and outcomes from their My Plan are being worked towards and ultimately achieved. A child's teacher, alongside classroom Teaching Assistant provide a link for communication with parents and the school.</p>
9	<p>What expertise does our school and our staff have in relation to SEND?</p> <p>All of our staff have a good awareness of SEND needs with some having specific training and skills. The SENCO has the National Award in Special Educational Needs and has a broad range of knowledge and experience, which is always being developed upon through further training and CPD.</p>

	<p>a Training of staff Staff have access to training that is useful and important to the children, provision and setting, as the need arises. The SENCO organises and coordinates training for staff. Time is provided for training to be disseminated, when appropriate, so that all staff can benefit and there is a cohesive, whole school approach.</p>
	<p>b Areas of expertise</p> <p>Staff with specific strengths and training who may work with your child:</p> <p>Speech and Language training: Sue Carpenter and Michelle Blewitt Autism Awareness Training: Sue Mattingley, Laura Hankins Zippy and Apples' Friends: Michelle Blewitt Talk Boost Training: Sue Carpenter, Michelle Blewitt, Sue Mattingley Precision Teaching: Lucy Green, Sue Mattingley and Michelle Blewitt Numicon Training: Laura Hankins, Sue Thornley, Sue Carpenter, Michelle Blewitt, Sue Mattingley and Gemma Meek.</p> <p>.We also have access to a Behaviour specialist through our large school cluster of schools (Tewkesbury District Partnership). At times we have employed specialist Speech and Language input to support staff to break down barriers, so that children continue to make progress and are able to access learning. We have also employed additional support from a literacy specialist.</p>
	<p>c What intervention programmes does our school run for children with SEND and how are they delivered? (one to one support or in groups) We run:</p> <ul style="list-style-type: none"> • 1:1 and small group reading and writing support • Pre and Over learning booster groups for Maths and English • Time to Talk sessions focusing on key themes e.g. managing anxiety. These sessions can be 1:1 or small group. • Speech and Language- Communication Cookbook • Speech and Language-Talk Boost • Style Comprehension • Phonics boosters
	<p>d What teaching strategies does our school use for children with learning difficulties including:</p> <ul style="list-style-type: none"> • Autistic spectrum disorder • Hearing impairment • Visual impairment • Speech and language difficulties <p>We are very child-led in approach and assess and review a child's individual needs in order to plan for teaching and learning that is appropriate to the level of need. We work with different agencies and professionals, as well as the family to provide the best possible provision and ensure that the curriculum is accessible to the child. This may include using visual communication aids and timetables to support children with communication and interaction difficulties e.g. a total</p>

	<p>communication approach using Communicate in Print, signing and computer software. At all times we aim for children to be accessing the curriculum with their peers, however at times, to target specific areas of difficulties we may work with a child one to one e.g. to break down speech and language barriers.</p>
e	<p>What support does our school put in place for children and young people who find it difficult to conform to normal behavioural expectations and how do we support children and young people to avoid exclusion?</p> <ul style="list-style-type: none"> • Our behavioural system is very successful and behavioural standards at Bromesberrow are high. Our behaviour Policy outlines our approach to behaviour in general and is available on our school website. • We have a very nurturing approach as a school and focus heavily on our core Values: perseverance, respect, motivation, kindness, pride and cooperation. Our personal, social, health and emotional curriculum is well developed to work alongside this. We use Gloucestershire's Pink Curriculum resources in KS2 http://www.ghll.org.uk/pink-safeguarding-curriculum/ and Zippy's and Apple's Friends in the Early Years, KS1 and KS2 http://www.partnershipforchildren.org.uk/teachers/zippy-s-friends-teachers.html . Our overall PSHE approach using the PSHE Association resources can be found on our school website. • To support those more vulnerable children we put in place more specific strategies and programmes of support. Often children at this point will have a specific Behavioural Plan, which will have parent and child input. This plan may also involve the input of other professionals e.g. the educational psychologist and behaviour support team. • We have an Early Offer of Help to support our families going through difficulties/hardships, which is available within our Safeguarding Policy on our school website. We signpost families to help, as available through Gloucestershire's Local Offer: http://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/localoffer.page and Early Offer of Help: https://www.gloucestershire.gov.uk/health-and-social-care/children-young-people-and-families/early-help-for-children-young-people-and-families/
10	<p>Which other services do we use to provide for and support our pupils/students?</p> <ul style="list-style-type: none"> • Speech and Language Therapy • Educational Psychology • Advisory Teaching (ASD and Communication and Auditory support) • Children and Families Services • CYPs/CAMHS • Behavioural support service • Occupational Therapy • In reach and Outreach support from local Special Schools • Teens in Crisis • Young Minds • Homestart • CAF support

	<ul style="list-style-type: none"> • Zippy's and Apple's Friends- Pastoral support group
	<p>a How do we meet the needs of SEN pupils/students?</p> <p>We meet the needs of children with SEN through our approach and ethos. We ensure that they are included and that the curriculum is catered to fit their needs, making any 'reasonable adjustments' to curriculum, planning and environment.</p>
	<p>b How do we support families of these pupils/students?</p> <p>We listen to families and work with them to provide the best possible learning experience for the child. We signpost families to services and act as a central hub to coordinate support. It is our aim that parents feel as welcome and included as part of the school community as their children do.</p>
11	<p>How does our school provide support to improve the emotional and social developments of our SEN pupils/students?</p> <p>At Bromesberrow we pride ourselves on our ability to cater to the whole child and their needs. Our small and friendly class sizes and high adult to child ratio means that we can fine tune and focus learning and support children at every level. Staff very much have an open door policy, where children feel comfortable to share concerns and worries. Children with different medical conditions and disabilities are always included with adaptations being made to the curriculum or experience to ensure that they can participate wherever possible. We have a clear policy on children with medical conditions, which should be viewed in conjunction with this (available through the school office).</p>
	<p>a How does our school manage the administration of medications</p> <ul style="list-style-type: none"> • Staff are trained for specific medical conditions and administering of medicines. The information for this training record is available in the school office, so all staff know exactly who is able to administer what. • Parents need to fill out medicine forms and provide a care plan or help the school to build one (through consultation with the medical professionals). It is the responsibility of parents to inform us of any changes as to their child's health and keep us up to date. • The school will communicate with parents regularly to ensure parents are kept up to date too, sharing how children are doing e.g. stamina levels. <p>We have a clear policy on children with medical conditions, which should be viewed in conjunction with this (available through the school office).</p>
	<p>b How does our school help with personal care where this is needed?</p>

	<p>We have an intimate care policy, which applies to all children with toileting needs. This is adjusted to individual needs and will often help to inform care plans for specific children. When a personal level of care is needed the school will always work to a care plan, which will be built in conjunction with parents and professionals.</p>
	<p>c What is our policy on day trips, school outings, health and safety arrangements?</p> <p>We make every effort to ensure all children, regardless of need are able to access trips and different experiences inside and outside of school. Our Disability and Access Plan refers to this in further detail. We also have an in depth Health and Safety Policy and put in place specific risk assessments to ensure all children are safe and secure in their environment.</p>
	<p>c What extra pastoral support do we offer, and what pastoral support arrangements are in place to listen to pupils/students with SEN? What measures are in place in our school to prevent bullying?</p> <p><i>Every child is welcomed and accepted at Bromesberrow School.</i></p> <p>We consult with children regularly to gain their views and feelings in regards to issues such as bullying and wellbeing. We take part in the Gloucestershire Healthy School's survey, which gives the children of Gloucester a voice and informs the school as to any areas of concern or strength. As a school we use the Gloucester PINK resources and a programme called Zippy's and Apple's Friends to give children a safe environment to air views and develop their understanding of key issues. To supplement our curriculum we have taken part in NSPCC workshops and visited the Skillszone centre in Gloucester to build our children's resilience, knowledge and understanding of themselves and others.</p> <p>We have a clear Anti-Bullying Policy, which has been built taking into account the views of children, parents and members of the community. The School Council (in consultation with all the children) have put together a support sheet for children to form a part of this. There is also a clear guide for parents. This policy is available on our school website.</p>
12	<p>What access do our SEND pupils/students have to facilities and extra-curricular activities available to all children?</p> <p>We work with parents to ensure that all children have access to experiences and activities wherever possible. We aim for parents and child to feel supported and confident to trust us to provide for this. We want children to feel empowered and able to try new things and see that these opportunities are open to them as they are to their peers.</p>
13	<p>How do we assess and evaluate the provision we have arranged for your child?</p>

	<p>We track your child's progress academically and monitor and observe their dispositions and attitudes- both of which are directly linked. If your child is doing well, they will be making good progress and will be happy and settled in school. Any intervention your child receives will be focused and continually evaluated to see how effective and useful it has been.</p>
14	How
15	<p>How do we prepare our school to welcome and support SEN pupils/students and how do we arrange and support a transfer to another school/educational establishment?</p> <p>We work very closely with all our transfer secondary schools and ensure that they are aware of each child's needs and areas of difficulty. We provide additional transition days in conjunction with the secondary school. In certain circumstances, where needed we will put in place a transition plan, which will involve meetings with the SENCO and pastoral care team at the transfer school to ensure the best possible start.</p>
	<p>a How do we prepare our pupils/ students for adult life?</p> <p>We work hard to ensure that children leave our setting to transfer to secondary school as independent and resilient as possible. We promote a growth mindset approach and have strong values at our heart which encourage children to be reflective learners, who are able to embrace and work with challenges and change.</p>
	<p>b What special arrangements are made for exams?</p> <p>Children, dependent upon their need can have access to different arrangements to support them in their Y6 SATS tests e.g. modified Braille versions and extra time allowance. The school will assess if a child may need these and will apply to the Standards and Testing Agency for these. It is our aim for inclusion in these, alongside children feeling able and confident to achieve and participate. If we (and/or parents) feel it isn't in the child's interests to take part in a particular test, we can withdraw them.</p>
	<p>c What resources and equipment do we provide for children with SEND?</p> <p>We provide whatever resources and equipment that are needed or recommended by professionals for the child (e.g. visual timetable, coloured overlays), or if school are unable to fund these themselves they will work with professionals and the family to resource items alternatively.</p>
	<p>d What arrangements are in place with other schools/educational providers when our SEND pupils/students transfer?</p>

	<p>We ensure all information is handed over securely to providers and obtain a receipt to this effect. We have strong handover procedures and where needed will put in place a special transition plan, working with the child, family, new setting and other professionals to aim for the possible chance at a smooth transition and good start in a new environment.</p>
	<p>e How accessible is our school to pupils/students with SEND?</p> <ul style="list-style-type: none"> • Our school is disabled friendly. We have a Disability and Access Plan that is available from the school office and on our school website. • We welcome all children to Bromesberrow and aim for an inclusive provision that is catered to the needs of the child. •
16	<p>Where can you find our SEND policy?</p> <p>www.bromesberrowschool.uk</p>
17	<p>What role do the governors have? What does our SEND governor do?</p> <ul style="list-style-type: none"> • Our Governors play a key role in the strategic leadership and management of the school. They work to support the Head teacher and staff to ensure Bromesberrow continues to be the thriving, successful school it is. Key information about our Governors can be found on our school website, where it explains their roles and responsibilities. • The SEND Governor has a special interest in Special Needs and will have good communication with the SENCO and staff to ensure they are up to speed with new legislation, practice and developments in the area. Our SEND governor is Mrs Natalie Crickett.
18	<p>What can you do if you are not happy?</p> <p>In the first incidence please talk to the Headteacher, who will work to resolve any issues/concerns. If you feel the issue has not been resolved or you are still not happy, then please contact our Chair of Governors (Miss Melanie Orgee) through the school office. Details of Governors are regularly updated on the school website.</p>
19	<p>How can parents/carers arrange a visit to our school? What is involved?</p> <p>If you are a current parent: We have an open door policy at Bromesberrow and will always make every effort to speak to you on the day when the problem arises, however for a more in depth conversation we would invite you to contact the school office and arrange an appointment with your child's teacher in the first instance or the SENCO.</p> <p>If you are a prospective parent: Please contact the school office and arrange a time to come and visit us. If your child has additional needs, please ask for the SENCO to be present and available to have a chat, if you would like.</p>
20	<p>Who can you contact for more information?</p>

	<p>Mrs Laura Hankins- Head and SENDCO Your child's teacher <i>Please consult our SEND policy.</i></p>
21	<p>When was the above information updated? <i>November 2018</i></p>
2 2	<p>This Policy links to our policies on:</p> <ul style="list-style-type: none"> • Accessibility plan • Behaviour • Equality information and objectives • Supporting pupils with medical conditions • Anti-bullying